Teaching English to Children

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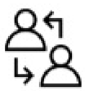
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Symbols

 Text

 Video

 Link

 Video Conference

 Activities

 Questions

Preface

This course is to introduce you to a set of important and necessary topics in the field of teaching English to primary children. In this book, a thorough idea about lesson planning is presented. You are also expected to be familiar with the characteristics of four different EFL teaching methods; two of them are traditional and the other two are recent. Further, how to teach words, meaning, and grammatical structures is also emphasized. Additionally, using songs and games in teaching English materials is highlighted. Moreover, asking questions, types of questions, questioning strategies, and using visual aids are presented and discussed.

Contents

Chapter One

Lesson Planning

Objectives:

- To help you be aware of the lesson objectives and contents.
- To consider and think about lesson stages and procedures.
- To be familiar with types of lesson plans.
- To show you how to prepare and write a lesson plan based on the provided lesson plan sample.

Introduction:

Planning is an important component of teaching. We need planning for every activity in our life, and the teaching activity is not an exception. To teach a lesson effectively, a careful and thorough planning is required. The teacher has to prepare and review lessons before delivery in order to be familiar with the lesson contents and also to overcome any problems or difficulties that might face him/her. The teacher should select the proper methods, techniques, procedures depending on the nature of the lesson. For practicing new words and difficult concepts, audio-visual aids are to be prepared.

Before going into the class, the teacher needs to consider three important things: the Why? (lesson objective/s), the What? (lesson contents), and the How? (methods, techniques, strategies,

procedures, activities…..etc.). The teacher’s book is a very good guide to help him/her answer the three questions. Suppose the teacher’s book does not give clear answer/s to one or more of these questions, the teacher has to think carefully to find answer/s by himself/herself in order to make a successful lesson plan. Doff (1988: 94) mentioned that “If the teacher’s book does give adequate information, teachers should still decide for themselves how best to teach the lesson. They should use the teacher’s book as a guide and a source of good ideas, not as a set of instructions that must be followed precisely.” The teacher should not be a slave to the Teacher’s Book.

A lesson may focus on a particular topic. For example, “Names of Fruits”. A particular grammatical structure, “going to” for talking about future events is another possibility in the lesson contents. Further, a lesson may focus on a certain skill, for example, listening to an audio tape to comprehend instructions for how to make something or to use a machine.

Lesson Planning Reasons:

- Helping teachers to think about lessons ahead of time to overcome difficulties and problems.
- A lesson plan is a map to follow.
- It is a record of what has been presented and taught.
- It is a source of confidence to the teacher. This is something internal, the only one who feels it is the teacher.
- Through preparing the lesson, the teacher learns and understands the subject matter better.

- When having a lesson plan, lessons run smoothly.
- By having a lesson plan, a teacher will be ready to solve problems before they happen.
- Making the principal and supervisor satisfied.
- When planning, a teacher thinks about lesson components, materials, activities, timing, etc.
- Lesson planning is useful for the teacher to consider Ss' backgrounds, interests, abilities, and learning styles.

Lesson Planning Models:

There are many models of lesson planning. Two dominant models are given here. First, Tyler's model is a well-known model and very common. It has four steps: 1. Determining lesson objectives. 2.Choosing learning activities. 3. Organizing those activities. 4. Deciding evaluation methods. This model is called 'rational-linear framework".

Second, Yinger's model where a lesson plan goes through three stages: 1. Problem conception, that is to think about and discover lesson objectives, knowledge and experience. 2. Thinking about problems and solutions. 3. The plan and evaluation go side in side. (Farrell in Richards and Renandya, 2002)

How to Plan a Lesson?

To plan a lesson, the teacher has to first review it orally; that is to read the lesson material carefully, get the meanings, check pronunciation of new structures and words with special attention to spelling (Shaikh, 2000). This means that the teacher has to prepare

the target lesson orally, then to have the lesson plan in a written form. Here we can say that the teacher cannot depend on his memory. A lesson plan is a guide, a road map, a GPS for the teacher. Throughout a lesson plan, a set of steps has to be followed:

1. Lesson Objectives:

These are the instructional objectives (outcomes) of a given lesson. Objectives should be written in a simple, definite and clear language to be easily achieved and evaluated. Simply talking, an objective has to be stated in a way to identify the academic behavior which should be achieved by students (Ss). For instance, at the end of the lesson the students will be able to:

- Pronounce the new words properly and correctly.
- Use the given grammatical structures correctly.

2. Review of the Previous Lesson:

Before presenting the new lesson, the teacher has to review the previous lesson taught to Ss a day before. Revising the previous lesson can be done through giving questions about previous words, structures and any given information. Revising the previous lesson means to have a link between the new lesson and the old one. It is also considered as a sort of mental preparation for the Ss. In addition, a warm up can be given in a form of revision.

3. New Material Presentation:

The presentation starts with informing the Ss about the new lesson. Then the new material should be presented orally relating the material with a picture or poster prepared by the teacher. New words and structures can be written on the board with special focus on their oral form which is pronunciation and the written form which is spelling. Throughout these procedures, their meanings are to be clarified. Various techniques can be used by the teacher in order to present new materials like using pictures, real objects, illustrations on the board, demonstration, body language, context, synonyms and antonyms. The teacher has to avoid using translation into Arabic as much as he/she can. Arabic can be the last resort in teaching English.

4. Practice:

In this stage, Ss are to be given the chance to practice the new vocabulary and structures through meaningful activities provided by the teacher. Repetitions and routine drills should be avoided. Communication among Ss should be encouraged. Pictures, posters and illustrations can make it easy for the Ss to practice the new language. Through practice, Ss can work in pairs or small groups asking questions and giving answers. Teachers can call on some learners to face the class, write on the board what their friends say and lead the class. Team competition and language games are recommended to activate and motivate Ss to practice the new given material. Teachers should provide fun and recreation; that could be

achieved by making word building available. Further, Shaikh (2000,57-58) suggested that “Creative questions can also stir the students’ imagination and provoke their thinking faculties, e.g. 1. What would you do if you were in Hasan’s place? 2. Which color would you select and why?”

5. Reading and Writing:

Receptive (listening & reading) and productive (speaking & writing) skills are to be developed all in one package. That is to say oral work and written work are all to be emphasized. Due attention is to be given to the four language skills. Oral reading is good here to further practice in pronunciation and intonation. Suppose the reading text is difficult, the teacher has to give a model reading. While focusing on reading activities, writing activities should be provided by the teacher. Writing exercises either prepared by the teacher or given in the student’s textbook or the teacher’s book are to be undertaken. Teachers correct Ss’ reading and writing common mistakes both collectively and individually.

6. Revision:

Before the end of the lesson, the teacher has to revise the given lesson by giving comprehension questions, asking Ss to make oral conversations or showing flashcards to Ss to identify new learned vocabulary.

7. Home Assignment:

At the end of the lesson, the teacher should assign an activity or exercise to be done at home by Ss. Is it on a daily basis? This is the question that most teachers always ask! A good answer to this question, the teacher can assign a homework every other day, two or three times a week, otherwise Ss get bored of doing homework every day; additionally, to avoid the negative feeling that Ss sometimes have about homework is a sort of punishment.

8. Teaching Aids:

In the lesson plan a necessary component should be inserted, that is the kind of teaching aid that the teacher is going to use to deliver the new instructional material and make it easy and smooth for the Ss to learn. Further, teaching aids make the lesson effective and enjoyable. Teaching aids could be audio, visual or both of them. Examples of teaching aids are like posters, pictures, flashcards, real objects, illustrations on the board, models, audio-tapes or videos ….etc.

Some Recommendations for Teachers Concerning Lesson Planning and Teaching:

- A lesson plan is something which is very important to the teacher, not something just to show to the supervisor or the principal.

- Language is one package, that is to say that due attention should be given to the four language skills, sub-skills and language arts. Integration is a must.
- The teacher has to do his/her best to avoid boredom and get Ss interested in the lesson. Success requires interest.
- Teaching aids are important.
- The teacher should encourage as many Ss as he/she can to participate in the lesson activities. Various activities and exercises are to be provided.
- Using the blackboard a lot is necessary.
- Class time should be fairly distributed on the lesson stages and procedures.
- Depending on the nature of the lesson, not all lesson stages should be included in the lesson plan.
- Lesson stages are necessary to be in presented or dealt with in a fixed order. Sometimes lesson stages overlap when needed.
- Nothing is called ‘this is correct’ and ‘this is incorrect’ as a lesson plan.
- A lesson plan is a written framework of how Ss achieve certain objectives.
- A lesson plan is a record of a teacher’s thoughts about what he/she intends to cover throughout a new lesson.

https://www.youtube.com/watch?v=XWE9E8zAYU0



Activities

1. To teach a lesson, there are three main things a teacher needs to consider before going into the classroom. Discuss.
2. Write a lesson plan depending on the teacher's book, your own knowledge, skills and experience.

Exercise

I. Choose a, b, c, or d to give the right answer:

1. A lesson may focus on a
   a. topic b. structure c. skill d. all
2. In a lesson plan, new language means
   a. vocabulary b. structures c. spelling d. a & b

II. Mark true or false:

1. In implementing a lesson plan, overlapping is unnecessary.
2. Aim of the lesson means mainly what Ss will learn to do.

Answer Key

T2.	FII.1.
d2.	I.1.d

Chapter Two

The Grammar-Translation Method (GTM)

Objectives:

- To be familiar with the meaning of The Grammar-Translation Method.
- To have information about the history of the GTM.
- To study principles of the GTM.
- To study a set of techniques based on the GTM.
- To have an idea about advantages and disadvantages of the GTM.

Introduction:

The Grammar-Translation Method has different names. It is called the Classical Method. It is used in teaching Latin and Greek, that is why it is called classical. Sometimes The GTM is called the traditional method. It is also called the reading method because it emphasizes reading and appreciating literature. A special consideration is given to the study of grammar through the GTM. The native language (L1) is used extensively. For this reason, this method is called the translation method. Additionally, grammatical rules are taught directly and memorizing single words is encouraged.

Principles of the Grammar-Translation Method:

1. Learning a foreign language means to read and appreciate literature.
2. Written language is superior to spoken language.
3. Translation from English language (L2) to the learner's native language (L1) is an essential goal.
4. Learner's success is usually measured by the ability to translate from L2 into L1.
5. Oral communication is not a goal of teaching a foreign language.
6. Reading and writing are primary language skills to be developed.
7. Listening and speaking are not emphasized. They are given the least attention or no attention.
8. In the GTM, the only authority in the classroom is the teacher.
9. The teacher being the only authority in the classroom, students learn what he/she knows.
10. It is very important for the learners to know the meanings of English words in their native language to give the equivalents and be able to translate.
11. Similarities between L1 and L2 facilitates FL learning.
12. Studying grammar is essential.
13. Grammatical rules are introduced deductively.
14. Grammatical rules are to be memorized by learners.
15. Learners should learn by heart the meanings of individual words.

16. Most of the language leaners' responses are expected in L1.
17. Teacher to student interaction is more emphasized than student to student interaction.
18. Little attention is given to pronunciation.
19. Students' achievement is usually measured by giving them tests in reading comprehension, writing, grammar and translation.
20. Correction of students' errors is done by the teacher.

https://www.youtube.com/watch?v=7dEZSQwPwAU

Techniques of the Grammar-Translation Method:

1. Cognates:

When a word has the same origin as another word or language 'haus' in German is cognate with 'house' in English (Oxford Advanced Learner's Dictionary, 2001). When having two words from different languages (L1 & L2) similar in spelling and/or pronunciation, those two words are called cognates. Those two words are cognates though they might be different in meaning. Examples are like: fool فول bat بات

فات fat مات mat

2. Deduction:

Grammatical rules are taught deductively. In other words, grammar rules are presented and explained first, then examples are provided. Once learners understand the target rule, they are asked to apply it through answering some grammar exercises.

3. Memorization:

Language learners are provided with bilingual (L1 & L2) lists of target new vocabulary and they are asked to memorize them. As far as memorization is concerned, learners are also asked to learn given grammatical rules by heart such as regular and irregular verb conjugations.

4. Fill-in-the Blanks:

Students are given grammar and vocabulary exercises through sentences with missing words. Students are asked to fill in the blanks, such as individual words, prepositions, verbs, antonyms, synonyms, etc.

5. Translation:

Students are asked to translate a reading passage from L2 into L1. They might be provided with short passages from the target

language literature to be translated focusing on particular vocabulary and grammatical rules. Translation tasks may be achieved orally or in a written form.

6. Reading Comprehension:

Students are provided with reading comprehension passages accompanied with questions. They read and understand, then they answer given comprehension questions. Students answer those comprehension questions depending on their understanding of the passage and making some inferences. Students give answers depending on information given directly or indirectly in the target passage. Students are sometimes asked to relate whatever meanings they read to their own life experiences.

7. Synonyms or Antonyms:

Students are provided with a set of words and are asked to look for antonyms in the target reading material. Similarly, they are asked to find synonyms for another set of words.

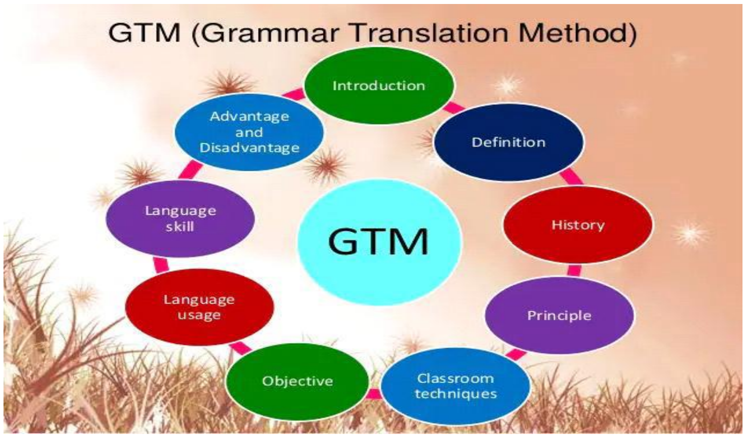
8. Using Target Words:

To make sure that students understood the meanings of new words, they are asked to make sentences using those words. This

is to help students master the meaning of a new word and the ability to use it in meaningful sentences.

9. Composition Writing:

Students are given a composition topic to write about. Sometimes, topics are usually based on given reading passages. Additionally, students might be asked to write a summary of whatever reading passages they are taught.



Advantages and Disadvantages of the GTM:

Advantages:

1. Translation gives students a good chance to enhance their abilities and skills in translating passages from L2 into L1 and vice versa.

2. Translation helps students understand syntactic and semantic issues in the target language.
3. Structures of L2 are best interpreted and understood through contrastive analysis. Contrastive analysis is a main issue in the GTM.
4. Translation is an appropriate tool of providing students with meanings of new words, in general, and abstract ones, in particular.
5. Teachers find it easy to use and most students are happy and they welcome to learn EFL by translation. (Shaikh, 1997)
6. Grammar Translation is grammatically sequenced. (Krashen,1982)
7. It is the easiest for a teacher to employ.
8. The GTM has survived right up until today though it is called the classical method.
9. Grammar and translation tests and exercises are easy to construct and mark.
10. A large number of EFL teachers believe in the GTM and consider it a trusty method.

Disadvantages:

1. The GTM requires few specialized skills on the teacher's part, especially in grammar and translation.
2. For a number of teachers, the GTM is a challenging and demanding method.
3. Though language is basically speech, the GTM ignores oral communication. Brown (2000 : 16) stated that " It

does virtually nothing to enhance a student's communicative ability in the language."

4. Listening and speaking are not given attention.
5. Translation of idiomatic language could be difficult.
6. Learners have deficiency in speaking the language; they usually think in L1 and then translate what they want to say or write in L2.
7. Pronunciation and fluency are ignored.
8. The GTM is built on no theory.
9. In the GTM, teaching is about the target language rather than teaching the language. (AlKhuli, 1996)
10. The GTM may make L2 learning experience uninspiring and boring.
11. EFL learners may get frustrated when they want or need to communicate and actually they cannot do that.

Activities

1. Do you believe in the GTM? Why/why not? Give logical reasons.
2. What do you think to teach about the language or the language. Make a demonstration of an example of each one.
3. Select one of the GTM principles and explain it and show practically how are you going to use in a real teaching situation.
4. Plan for a grammar lesson deductively.
5. Think of other techniques based on the GTM rather than those given in this chapter.
6. Give some other cognates than those given in this material.

Exercise

I. Choose a, b, c, or d to give the right answer:

1. In teaching L2, translation is

   a. inefficient b. useless c. a & b d. useful

2. The GTM has been criticized by some educators for neglecting

   a. speaking b. translation c. reading d. writing

II. True or False:

1. In GTM, literary language is superior to spoken language.
2. Based on the GTM, little or no attention is given to listening and speaking.

Answer Key

T2.	TII.1.
a2.	I.1.c

Chapter Three

The Audio-Lingual Method (ALM)

Objectives:

- To be familiar with the meaning of the ALM.
- To have information about the history of the ALM.
- To study principles of the ALM.
- To study a set of techniques based on the ALM.
- To get acquainted with advantages and disadvantages of the ALM.
- To do some activities and exercises.

Introduction:

The Audio-Lingual Method (ALM) is a method of teaching a FL/SL which is totally different from the GTM. During World War II, the ALM was developed in USA. There was a great need at that time to learn FLs for military purposes. The ALM was based on a set of principles of descriptive linguistics (Structuralism) and behavioral psychology (Behaviorism). In the past the ALM was called the Army Method. Sometimes the ALM is called the Aural-Oral Approach. This method is also called the Listening-Speaking Method because aural means listening and oral means speaking. Briefly, the ALM was a revolution against the GTM.

Principles:

1. Language is basically speech and writing is a representation of the oral language.
2. Spoken language is to be more emphasized than written language.
3. Listening and speaking should precede reading and writing.
4. The right and logical sequence of language skills should be as follows: listening, speaking, reading and finally writing.
5. There is a similarity between acquiring skills of both L1 and L2.
6. Habit formation is the basis of FL learning. That is what is called pattern practice.
7. Teaching the language rather than about the language.
8. Translation is not encouraged as a tool of FL teaching.
9. Translation has no place in the ALM.
10. Though there are similarities between languages, every language has some particular characteristics.
11. FL teaching is based on modeling.
12. Words and structures are to be introduced in a context.
13. The target language (L2) is used without any reference to L1.
14. Meanings are given through actions, realia or pictures.
15. The teacher models the target language. Larsen-Freeman, 1986: 40) stated that “Teachers should provide students with a native-speaker like model.”

16. Students imitate the teacher's model. Students are imitators.
17. Language learning depends on the habit formation process.
18. Repetitions strengthen the habit formation process.
19. Errors lead to language learning bad habits. Errors are sins. They are to be corrected immediately by the teacher.
20. Language is communication.
21. Parts of speech are learned by practice.
22. Reinforcement helps students develop proper language learning habits.
23. Both verbal and nonverbal stimuli are necessary for communication.
24. Overlearning is important for students to respond and answer automatically.
25. The teacher guides and controls students' behavior in the target language. He/she should be like an orchestra leader. (Larsen-Freeman, 1986)
26. Learning language structures should precede learning single vocabulary.
27. Grammar is taught inductively. Examples are given first, then students figure out the grammatical rule.
28. Culture and language are two sides of one coin.
29. Contrastive analysis helps students learn L2 better and avoid any learning difficulties.
30. The language spoken form should precede the written form.

31. Language is presented through dialogs.
32. Classroom interactions are mostly teacher directed.

https://www.youtube.com/watch?v=Mqd7OdJoLn0

Techniques:

1. Dialog Memorization: A new lesson usually starts with a dialog between two persons or more. Students are expected to memorize the given dialog. At the beginning, the teacher plays the roles in the dialog. After that, students play roles in the dialog with the teacher. Later on and after memorizing the dialog, they play roles depending on themselves. Pattern practice is included in each dialog.

2. Repetition Drill: Students learn and memorize the given dialog imitating the teacher's model. Students repeat after the teacher's model as many times as they can. Repetition drills reinforce dialog memorization.

3. Backward Build-up Drill: When students have trouble or difficulty memorizing a long line in the target dialog, the teacher divides it into small parts. Students start with repeating the last part of the sentence. They repeat little by little until they finish the whole line. In other words, the teacher moves from end of the sentence going backward up to the first part.

4. Single-Slot Substitution Drill: From the dialog, the teacher says a line, then he/she gives a cue word or phrase. Students repeat the given line substituting the cue into the right place in the line. It is to help students find and fill in different single slots in a given sentence, and that is for them to master meaning and use of target words and phrases.

5. Multiple-slot Substitution Drill: There is a similarity between this drill and the previous one. The only difference is that instead of having one slot substitution, there a number of slots. The teacher gives one cue phrase at a time, the students find the slot and fit it into the proper place in the sentence.

6. Chain Drill: In this drill, one by one, students ask and answer questions of each other. The teacher starts the chain talking to one student, then the process goes around the classroom until the chain be complete. A chain drill is a type of controlled communication. It is a good chance to the teacher to check his/her students' listening and speaking abilities.

7. Grammar Games: Games like the pharmacy alphabet game is usually used in the ALM. This is to help students practice grammatical structures in context. Repetition is a part in the game.

8. **Complete the Dialog:** After learning a certain dialog, students are given the dialog where some words are missing and they have to complete the blanks.

9. **Minimal Pairs:** Minimal pairs are words that are different in one sound; for example, 'fat/fit 'sit/set' 'get/got'. This drill helps students realize the difference between the two words in terms of pronunciation and spelling.

10. **Question-and-Answer Drill:** This drill helps students practice answering questions directed by the teacher. Further, students can also get some practice of asking questions through this kind of drill.

11. **Transformation Drill:** This drill helps students be able to transform a sentence from one form into another, for example, from affirmative into negative, from active into passive, a statement into a question and so on so forth.

Advantages:

1. The ALM is good for large classes.
2. It has a linguistic theory which is 'Structuralism'.
3. It is based on 'Behaviorism' which is an important approach in psychology.
4. L1 is not used in teaching L2.

5. Translation is not welcomed in teaching vocabulary and structures.
6. FL learners are encouraged to practice speaking.
7. Modeling is a key tool in teaching the target language.
8. Emphasizing listening and speaking at the initial stages results in better achievement of students in reading and writing later on.
9. Students practice different forms of language structures and that reduces anxiety when they orally communicate.
10. Correcting students' errors from the very beginning help them be accurate and fluent when speaking.

Disadvantages:

1. There is no place for errors; errors are sins.
2. Students repeat mechanically like parrots mostly without understanding.



3. Students complete tasks because they have to without being interested in learning.
4. Mechanical drills hinder learners' proficiency as they are unable to have spontaneous speech.

5. Excessive use of oral drills makes language learning boring.
6. Students' creative output is missing.
7. Little attention is given to communication.
8. Reading and writing are ignored.
9. It requires more time in preparing classroom activities.
10. Language is not only listening and speaking, it is also reading and writing.
11. Language learning is not only a matter of habit formation. AlKhuli (1996: 7) mentioned that "The FL is not learned through habit formation only, but through cognition as well."
12. Sometimes, translation is needed in FL learning.

Activities

1. Do you agree on this statement : ‘Language acquisition is a result of habit formation!
2. Should students’ errors be prevented from the very beginning? Why/Why not?
3. Which ones of the ALM principles are acceptable to you? Why?
4. Do you agree about mimicry?
5. Which one of the ALM techniques you prefer and intend to use in teaching? Why?
6. Base on the ALM, plan for teaching a grammar lesson.
7. What’s the difference between drill and practice?
8. Prepare a dialog of your own to introduce your students to the ‘be going to’ structure.
9. Prepare a set of drills (Backward build-up, chain, single-slot substitution, transformation, and question-and answer) (adapted from Larsen-Freeman, 1986)

Exercise

I. Choose a, b, c, or d to give the right answer.

1. The ALM encourages

   a. repetition b. memorization c. imitation d. all

2. The ALM is based on

   a. behaviorism b. realism c. structuralism d. a & c

II. True or False:

1. The ALM views language learning as a set of habits.
2. In the ALM, students are expected to rote learn dialogs.

Answer Key

T2.	TII.1.
d2.	I.1.d

Chapter Four

The Total Physical Response Method (TPR)

Objectives:

- To be familiar with the meaning of the Total Physical Response.
- To have information about the history of the TPR.
- To study principles of the TPR.
- To study a set of techniques based on the TPR.
- To get acquainted with advantages and disadvantages of the TPR.
- To do some activities and exercises.

Introduction:

The Total Physical Response Method (TPR) is a new method for teaching a FL. It is also called ‘The Comprehension Approach’. Some people call it ‘The Listening Comprehension Method’. It is called so because it starts with listening before speaking as it happens when children acquire their native language (L1). Children begin speaking when they are naturally ready. In the TPR, children listen and respond to commands after being modeled by the teacher. James Asher is the one who developed the TPR. In the TPR, the main focus is on listening and comprehension. It is advocated that this method strengthens one’s memory. Novelty and creativity are needed when coming up with new commands. Briefly, using the TPR, students listen to the teacher and do as he/she does. The teacher

gives commands in English and students do the actions along with him/her. At the beginning, four volunteers are needed to do the actions with the teacher before the whole class and students say nothing. After mastering all the given commands by the whole class, commands are written on the board by the teacher and the students copy them into their notebooks.

https://www.youtube.com/watch?v=omM95hRBemo

Principles:

1. Meanings can be given through actions or physical responses.
2. The right hemisphere of the brain works actively taking care of the nonverbal behaviors.
3. TL should be presented in chunks rather than word by word.
4. Comprehension precedes speaking. Language learners say nothing but listen, understand, then carry out given commands.
5. Students' learning behaviors are directed by the imperative as a linguistic device.
6. Observation is a tool for learning and that leads to performance.
7. When students feel success and achievement that reduces stress.

8. Commands are not to be memorized, they should be shuffled.
9. Error correction should be done in a decent and indirect way by the teacher.
10. Giving new commands is necessary and motivates students to learn more and more.
11. Oral language is more emphasized than written language.
12. Having fun makes language learning durable and effective.
13. Naturally speaking comes after listening and comprehension. In other words, when learners are ready to speak they do it.
14. Tolerance from the teacher's side is required.
15. Learning a FL is fun and enjoyment.
16. The process of learning L2 should be similar to learning L1.
17. The teacher plays the role of a director and students are imitators.
18. Modeling is a good tool of teaching a language.
19. Understanding is demonstrated through right actions or students' physical responses.
20. Understanding reinforces retaining.
21. Stress-free classroom environment leads to successful language learning.
22. Structures and vocabulary are more emphasized through commands than other language areas.

23. Imperatives as a linguistic device are easy to be used with children.

24. Reception precedes production.



https://www.youtube.com/watch?v=96vdx2LITS8

Techniques:

1. Imperatives: using commands is the main technique used in the TPR. Physical actions make meanings clear. The teacher first models actions with volunteers. After that he/she directs volunteers alone, then directing the whole class. Meanings are linked with actions with no need to memorization. Words and structures can be taught through imperatives. Around the same issue, “Asher claims that all grammar features can be communicated through imperatives.” (Larsen-Freeman, 1986: 119)

2. **Role Reversal:** Students should not be asked to speak until they are ready to do that. When they are ready, they can give commands to the teacher and classmates. Thus, roles are switched and reversed; students take the teacher's role.

3. **Action Sequence:** It is to give a connected set of commands. Gradually, the teacher can give longer and longer series of related commands focusing on one topic. Any life activity can be treated through a series of commands; and this is what is called action sequence.

Advantages:

1. There is a lot of fun. Learners enjoy learning a FL.
2. It is very memorable. Students can easily recall words and structures.
3. TPR is good for both large and small classes.
4. It works well with mixed-ability classes.
5. It does not require a lot of preparation.
6. It is an effective method with both children and adults.
7. It raises up the students' mood and pace.

Disadvantages:

1. It might be embarrassing for some children to do actions, especially those who are shy.
2. It is good only for beginning levels.
3. Abstract words cannot be taught through commands.

4. TPR needs a lot of physical energy.
5. Reading and writing are not given due attention.

Activities

1. Is it good to delay speaking and focus on listening at the initial stages of FL learning.
2. Prepare a lesson where you can teach a grammatical structure using the TPR.
3. Do you think that when meanings and actions are linked, that supports recall.
4. Can you think of other techniques that can be followed based on the principles of the TPR.
5. Asher believes that L2 can be acquired the same way L1 is learned. Do you agree? How?
6. Do you think the TPR method reduces students' stress in language learning? How?
7. Apply the TPR in teaching a story or an action sequence.

Exercises

I. Choose a, b, c, or d to give the right answer.

1. Based on the TPR, the target language should be presented in

   a. chunks　　b. word by word

   c. clause and phrase　　d. all

2. In the TPR, novelty is

   a. discouraging　　b. encouraging

   c. b & d　　d. motivating

II. True or False:

1. TPR is called the comprehension approach.
2. In TPR, shuffling the given commands is very important.

Answer Key

T2.	TII.1.
c2.	aI.1.

Chapter Five

Suggestopedia Method (SM)

Objectives:

- To be familiar with the meaning of Suggestopedia.
- To have information about the history of Suggestopedia.
- To study principles of Suggestopedia Method.
- To study a set of techniques based on Suggestopedia.
- To get acquainted with advantages and disadvantages of Suggestopedia.
- To do some activities and exercises.

https://www.youtube.com/watch?v=erAGNOvMnE4

Introduction:

Georgi Lozanov is the originator of Suggestopedia in the 1970s. Lozanov believes that the reason for students' problems and difficulties in FL learning is psychological barriers. That is what we call sense of failure and having limited abilities in language learning. For this reason, learners do not use their full mental drives. As Lozanov suggested, the solution is 'desuggestion'. Suggestopedia came to give FL learners a push to go forward and have positive feelings, overcome any barriers, be optimistic and have real sense of success and achievement.

Principles:

1. There should be a comfortable and relaxed environment in the classroom. Relaxed atmosphere makes language easy and enjoyable (dim light, music, cushioned armchairs….etc.)
2. 'Peripheral learning' is a good tool for students to learn the TL from whatever is available and present around them in the classroom (e.g. posters hanging around the room containing grammatical and lexical information).
3. The teacher is the authority in the language class. When there are trust and respect to the teacher, students learn better and retain knowledge.
4. The teacher should 'desuggest' any psychological barriers students might have. This assures that the FL learning is something easy and enjoyable.
5. Students' imagination should be activated. That helps them learn better and easily.
6. Self-confidence makes successful learners. The more the students are confident, the better they learn. Confidence is a key to success.
7. Feeling of security is needed in FL learning. For this reason, it is recommended to give new names and identities to students in order to feel more secure.
8. Oral communication is highly emphasized.
9. Language can be learned through dialogs.
10. Meaning is more emphasized than form.

11. Positive suggestions given by the teacher are needed. The students should be told to do whatever they can do with no limit.
12. Vocabulary and structures are introduced without too much emphasis.
13. Meanings in L2 can be made clear though translation into L1. Language materials are presented bilingually.
14. Presenting language materials accompanied with music.
15. Listening to music while receiving language materials reduces stress and overcome any psychological obstacles.
16. Dramatization and fantasy activate learning and get barriers to the minimum.
17. Novelty helps students acquire a FL easily and smoothly. In other words, using various language learning activities (repetition, translation, question-and-answer, role playing……etc.) facilitates language learning.
18. Using music and action supports learning any language material.
19. FL learners should achieve some sort of 'infantilization'; that is to have children's attitudes towards learning a FL. In order to achieve that, the teacher can teach students children's songs.
20. Focusing on meaning rather than form makes learning enjoyable. The teacher can play language games with the students.

21. Grammar is taught explicitly but without too much emphasis.
22. Error correction is done by the teacher. Form errors are to be tolerated.

https://www.youtube.com/watch?v=lEqC9ks6MOQ



Techniques:

1. Classroom Environment: It should be a luxurious classroom. Dim light, cushioned armchairs, soft music, and decorated walls with pictures are there in the classroom. Thus the environment looks comfortable. Students feel relaxed and enjoying.

2. Positive Suggestion: One of the teacher's roles is to be an orchestra leader. The teacher overcomes any psychological barriers students have. He/she always motivates and encourages students

using direct or indirect suggestions; briefly telling them they will have no problem, no difficulty, and will be successful. The indirect positive suggestion is like playing music, posters, decorations and comfortable classroom context. Based on the positive suggestions, students feel great and highly enjoy the learning experience.

3. Peripheral Learning: This technique is basically about the environment and what is around us; students learn from whatever available around the classroom like having posters containing vocabulary and grammar information. Students learn indirectly and effortlessly.

4. Visualization: Visualization as a technique is one of the positive suggestion devices. In this technique, students close their eyes and take care of their breathing. While closing their eyes, the teacher can describe an event or scene and the students feel secure. Then they gradually start opening their eyes. Visualization activates students' creativity like writing a composition through imagination.

5. New Names and Identities: New names and occupations are distributed on the students. This is called fictional selves. Having new names and identities, students feel safe and secure.

6. Role-play: Roles are distributed on learners. They are encouraged to create their own inputs which is relevant to the suggested situation.

7. Concert: Two concerts can be parts of the receptive phase of the target lesson. While introducing a story and getting the students' attention to some grammatical issues, the teacher reads a dialog and students' have copies of the bilingual dialog, classical music is played. The teacher's voice goes up and down little by little with the music. In the second concert, students close their eyes and listen to the teacher reading a dialog with the accompaniment of another type of music.

8. Activation: In this technique, activation could be primary or secondary. Both types of activation are parts of the active phase of the target lesson. In the primary activation, students read the given dialog in groups in different tones, for example, they read sadly, happily, and lovely.

In the second activation, students are busy doing some activities trying to learn and use the new given language material. Secondary activities are like dancing, singing, role-playing and playing language games. The purpose here is to encourage communication rather than studying language forms.



Advantages:

1. Using Suggestopedia makes language learning fast, effective, enjoyable and interesting.
2. Lozanov claimed that students absorb and understand more than 90 % of the target vocabulary.
3. Sixty percent of the target new vocabulary is used fluently.
4. Students use the essential grammatical structures actively.
5. Language learners can read new readings easily.
6. Students do not feel any undesirable suggestive pressures.
7. Music has a stimulating and desuggestive/suggestive effect on language learning.
8. Students have memorable and pleasant FL learning experience.
9. It was claimed that memorization and language learning in Suggestopedia Method seems to be accelerated 25 times over that in leaning by conventional methods."

10. Suggestopedia can be used with all levels of students. Krashen (1982) elaborated that the use of Suggestopedia Method lowers the affective filter and facilitates language acquisition.
11. The humanistic element is emphasized.



Disadvantages:

1. One of the limitations of Suggestopedia is that it can be used with adults and cannot be successfully used with children.
2. It is difficult to use it in large classes.
3. The teacher's role is too authoritative.
4. It is unreasonable and sometimes impossible for adults to behave like children while learning. Infantilization is a key concept in Suggestopedia.
5. Giving new names and identities might not be welcomed in some cultures and societies.
6. Financially talking, protocols and rules of using Suggestopedia are quite expensive.

7. Emphasizing unconscious learning rather than conscious learning might not appeal to a number of educators.
8. The language teachers need a lot intensive training in how to use such method. Sometimes, it is said that they need to be trained by Lozanov himself.

Activities

1. Do you agree about the ‘infantilization’ concept in suggestopedia. Why /why not?
2. Apply any technique/s you have understood about suggestopedia.
3. Select a topic, suitable music, a poster, and plan for a visualization exercise.
4. Prepare some posters displaying some selected grammatical materials and hang them on the classroom walls to encourage students learn peripherally. Write a report about the results.

Exercise

I. Choose a, b, c, or d to give the right answer.

1. In suggestopedia, students are provided with
   a. games　b. songs　c. music　d. all
2. According to the principles of suggestopedia, the student’s …………………… is activated.
   a. left hemisphere　b. right hemisphere
   c. whole brain　d. none

II. True or False.

1. In suggestopedia, the reason for one’s inefficiency in language learning is the psychological barriers.
2. Paying attention to communication or meaning rather than form helps FL learners learn better.

Answer Key

T2.	TII.1.
c2.	dI.1.

Chapter Six

Teaching Words

Objectives:

- To stress the importance of teaching new words.
- To be familiar with what is meant by a word.
- To emphasize teaching and focusing on three essential matters when presenting new vocabulary: Form, Meaning, and Use.
- To be acquainted with a number of techniques for giving the meaning of new words.
- To show how can you help students use the new vocabulary.
- Emphasizing types of words.
- Emphasizing types of exercises that can be given to language learners for learning new vocabulary.

Introduction:

Teaching words is a very important matter in TEFL. Almost, in every new lesson, there is a list of new words. The teacher has to be familiar with the procedures and techniques of teaching vocabulary. What is meant by a word? The teacher also should be familiar with types of words. It is very important for the teacher to know what should be emphasized when teaching a new word. When teaching a new word the teacher should focus on, first, the word form. The word form is both oral; and that is the pronunciation; and written which is spelling.

Second, this chapter helps you be familiar with procedures and techniques of introducing the meaning of a new word and how to help learners use it meaningfully.

A word is the minimal free standing meaningful unit in language. A word sometimes consists of a base or root, to which we can add suffixes, prefixes or infixes. Further, every word has a form, meaning, and use. A word might be a content word or a function word, active or passive. Words can be classified either content words or structure words.

https://www.youtube.com/watch?v=4qqDbaYYEtg

Types of Words:

Content Words:

Content words are those words that contain meaning, e.g. the word 'fearful' is an adjective and it means terrible or afraid. Content words are parts of speech: nouns, verbs, adjectives and adverbs. If we know what part of speech a word is, it will be easy to put it in the right place in a sentences and use it properly.

Nouns are words referring to people, things, ideas and places. Examples:

- Wealth in not as important as happiness.
- Cairo is not like Alexandria.
- Green is not like yellow.

- Walking is good for health.
- My uncle is a teacher.

Verbs are words that describe actions, changes and states. In a sentence, a noun usually comes before a verb.

Examples:

- The cat bit my sister.
- My father gave ten pounds to my brother.
- My aunt died five years ago.

Some verbs are called auxiliary verbs, like verb to 'be', 'have', may/might, can/could, must, ought, will/would, shall/should, and do/did. These auxiliary verbs are usually combined with other verbs forming what is called verb phrases. Examples:

- I have been making money for years.
- Tomorrow, I will see my professor.

Adjectives qualify nouns. Qualify means to say something more about or make something more precise. For example:

- The large brown wooden desk.
- The wallet is on the wooden desk.

Adverbs modify verbs, other adverbs and adjectives.

For example:

- She looked very sad.
- She was walking slowly.
- I saw my aunt yesterday.

- The red colored words are modifiers.
- Vocabulary presentation to children should be graded.

Structure Words:

Structure words do not have meaning standing alone. When you check up a structure word in a dictionary; it tells you how it is used. For example: besides (preposition) expresses 'in addition to something or subject'. Content words are usually combined into complete sentences by using structure words. Without structure words, a sentence has no meaning.

For example:

- Dispenser examined patient decided send doctor help.
- Before the dispenser examined the patient he decided to send the doctor to help. (Seely, 1988)

There are four categories of structure words: prepositions / articles / pronouns / conjunctions.

Passive and Active Words:

When teaching vocabulary, two types of words are to be distinguished: passive words and active words. Passive words are to be taught only for recognition and comprehension. That means if students just recognize and understand the word through listening and reading; that will be fine because this is all what they need with passive words. As for active words, students need to understand and be able to produce or use them while speaking or writing. Passive vocabulary is for recognition, but active vocabulary if for production. (AlKhuli, 1996)

Introducing Meaning:

In almost every lesson, explaining meaning of a new word or structure is necessary. The teacher has to choose the simplest and clearest way to introduce the meaning. Translation is one of the simplest ways to tell the meaning. Of course using translation in teaching meaning is not the best. Some teaching methods do not welcome translation from L2 into L1. That's why, teachers should make translation the last resort. Generally speaking, children learn a language from real situations in which language is used. That means the teacher should teach meanings through real situations.

The classroom is an artificial place, but the teacher can introduce as much reality into it as he/she can. This means the teacher can use real objects. Reality describes things and actions very well. Nothing is better than reality; the teacher can make use of not only the classroom but also other school buildings and surroundings to introduce meanings through real experience. At the school yard, the teacher can teach the meanings of gardening ,farming and sports, and all related words. Around this issue, Seely (1988; 18) mentioned that "Real experience is the most effective way for children to learn the meaning system of the language." A Chinese proverb supports this view: I see and I forget,

I see and I remember,

I do and I understand.

Representation is another way of introducing meanings. It means using models, demonstrations, posters and pictures. Representation as a technique is not as strong as reality. In spite of

that, representation is an exciting way of teaching meaning. Representation is an interesting way of teaching meaning to children.

As children get older and progress in their comprehension of English meanings, conveying meanings might become more difficult; especially when a teacher needs to teach abstract words, for example, the meaning of ‘freedom’ / ‘useless’ / ‘unhealthy’ and so on so forth. In this case, the teacher has to explain the meaning of these words. Once children get the meaning, the teacher should give them the chance to practice and use these words in order to fix meanings in their minds. To sum up, translation is not the best way of teaching meaning. Seely (1988: 21) stated that “Children learn most effectively from real objects and actions, then from representation and explanation.”



Steps in Teaching New Words:

The teacher can follow these steps:

1. The teacher says the target word two or three times stressing pronunciation while students listen carefully.

2. Students repeat the word after the teacher two three

times.

3. The teacher helps the students to get the meaning of the word through using suitable techniques.
4. The teacher uses the word in meaningful sentences to show how the word is used.
5. Students are asked to give similar sentences using the same word.
6. The teacher writes the words on the board.
7. Students read the words.
8. Students write down the words and meanings in their notebooks. (AlKhuli,1996)

Techniques for Introducing New Vocabulary:

- Context: Words are meaningful when used in a context or situation. A word in isolation means nothing. For example: I had pain in my tooth. Hence, I went to see a dentist.

- Description/Definition: The teacher can describe a new word by providing a verbal illustration or picture to clarify its meaning. For example: 1) An elephant is an animal with huge body with grey skin, large ears, and a long nose called a trunk. 2) To lend is to give somebody something with an intention to give it back.

- Field Trips: The teacher with the students can make an educational field trip to visually see the meanings of new words. For example: going to a farm, a factory, a zoo. Names of animals (monkey, tiger, camel, zebra, giraffe, etc. are taught and can be introduced at the zoo.

- Drawing: Simple drawings on the board by the teacher can be used to help students comprehend the meanings of new words. Stick figures can be used to illustrate the meanings of boy, girl, bird, tree, ladder, etc. Drawings should be simple and clear.

- Mime: The teacher can use mime or gestures to present new vocabulary. Through actions and without speaking, the teacher can show the meanings of to drink, walk, smile sleep, etc. Progressive verb forms, prepositions and adjectives can be demonstrated through mime. Later on, the teacher may give the word and students mime the meaning.

- Synonyms and Antonyms: The teacher can use synonyms; words having the same meanings in a context or as single words to tell the meanings of new words.

  Examples: movie = film present = gift

  Antonyms are words that give the opposite meaning of a new word, either in context or out of context.

  Examples: hard # soft rich # poor

Vocabulary Exercises:

There are many vocabulary exercises that can be used by the teacher. Examples:

- Find Odd Word or Number
- Discrimination Tasks
- Correct Me
- Either-or-Question
- Sentence Formation
- Multiple Choice
- Sentence or Word Jumbles
- Related Words
- Vocabulary Quiz (Abu-Ghararah,2005)

Activities

1. Tell the difference between content words and structure words. Give as many examples as you can.
2. The following is a list of words, put the words in graded order (early stages to advanced stages of FL learning).

pen	small	factory
boy	excited	propose
photo	examine	ten

3. Write a short definition of the term ‘representation’ and ‘explanation’.
4. Think of real actions to teach meaning.
5. Is it necessary to use ‘explanation’. If so, when.
6. The following is a list of words, how you would present these words and tell the meanings to children:
   carpenter plumber plane saw hammer
7. Identify some ways for teaching new words.
8. Adopt one technique of teaching vocabulary and make your own demonstration.

Exercises

I. Choose a, b, c, or d to give the right answer.

1.Teachers should teach meanings through

a. using real objects b. situation

c. actions d. all

2. In teaching L2, translation is

a. inefficient b. useless c. a & b d. useful

3. Representation means the use of

a. models b. pictures c. a & b d. chatting

II. True or False:

1. Explanation is good for teaching the meanings of concrete words.
2. Reality is unnecessary when children learn meanings.
3. Function words are called structural words.

Answer Key

T3.	F2.	FII.1.
c3.	c2.	dI.1.

Chapter Seven

Teaching Grammatical Structures

Objectives:

- Presenting the meaning of a structure.
- Familiarizing you with the procedures of presenting grammatical patterns.
- Using different techniques for presenting structures (Form, Meaning and Use).
- Creating situations to teach new structures.
- Be familiar with sentence patterns.
- Giving examples using target structures.

Introduction:

Grammar is a central issue in teaching and learning a FL. English grammar looks difficult and confusing. Teachers wonder how they can understand all this grammatical information themselves. Teachers always ask, is it easy to teach grammar to children? A simple answer to this question is that fortunately English grammar is made up of patterns. Additionally, children learn grammar through patterns. Two important kinds of patterns are :“ 1. Patterns that help us to arrange words into sentences. 2. Patterns that help us to change words and so alter their meaning.” (Seely,1988: 22) Throughout this chapter you will be familiar with, form, meaning and use of a structure, procedures for teaching structures, techniques of

teaching structures. The grammar teacher should use a variety of techniques to present a new structure. Variation in teaching techniques increases language learners' interest and motivation.

Teaching grammatical structures should be graded from simple to difficult. A FL teacher should start with concrete words and structure before using abstract words and structures. Further, regular forms should be taught first then irregular ones. When teaching grammar, teachers should use familiar words to avoid any difficulty in understanding unfamiliar words taking into consideration the main target which is grammatical structures here not vocabulary. In teaching grammar, both oral and written drills are to be stressed. Oral drills come before written ones.

What does a structure mean?

A structure is a set of words arranged in a certain order with a fixed meaning. One structure can be used to make different and several sentences. Each structure has a form and meaning. Simply talking, a structure can be introduced through different examples.

Briefly, when we introduce a structure, it is important to show what the structure means, how it is formed and how it is used. The meaning of a structure can be visually presented. This is the simplest way to introduce a structure. Situations are also good to teach a new structure. It is necessary to show how a structure is formed. This can be done through giving a clear model and asking learners to listen carefully and repeat three or four times. Writing the structure on the board is another way to emphasize the structure form. The teacher

writes a sentence including the new structure; the teacher should say the words as he/she writes them and underline the target structure.



Teaching Grammar Procedures:

1. Review previously taught grammatical patterns before introducing new ones.
2. In teaching grammatical structures, various techniques are to be used such as, drawings, objects, mimes, diagrams, pictures, charts, actions, etc. First of all, students receive the target structure orally through listening to the teacher.
3. New structures are to be introduced in short and simple sentences using familiar vocabulary.
4. Repetition drills are to be emphasized in presenting a new structure. Choral work effectively enhances students' oral participation.
5. Give as many examples as possible using the target structure. To make students familiar with the new structure, colored chalk or markers can be used for highlighting.

6. Give the chance to students to practice using the new structure. Oral drills precede written ones.

https://www.youtube.com/watch?v=xnfkGQH8RMA

Techniques for Presenting Grammatical Patterns:

There are several techniques that can be used by the language teacher for presenting grammatical structures. An EFL teacher should use different techniques in teaching structures in order to motivate learners and increase their interest. The following are some selected techniques:

1. Drawings: Structures can be effectively illustrated through simple drawings. Drawings are useful for teaching prepositions of location, e.g., in the bag / under the table. Drawings are also useful in teaching regular and irregular plurals (toys / women / ladies), comparatives, superlatives, pronouns and tenses.



2. Dialog: A new grammatical structure can be introduced through a dialog between two or three persons. The dialog should be short and the content should be very clear including familiar vocabulary. To make meanings clear and understandable, pictures or objects can be used. An example of a dialog used in presenting reflexive pronouns:

Ali: Who wrote this sentence, Mohsen?

Mohsen: I wrote it myself.

Ali: Yourself ?

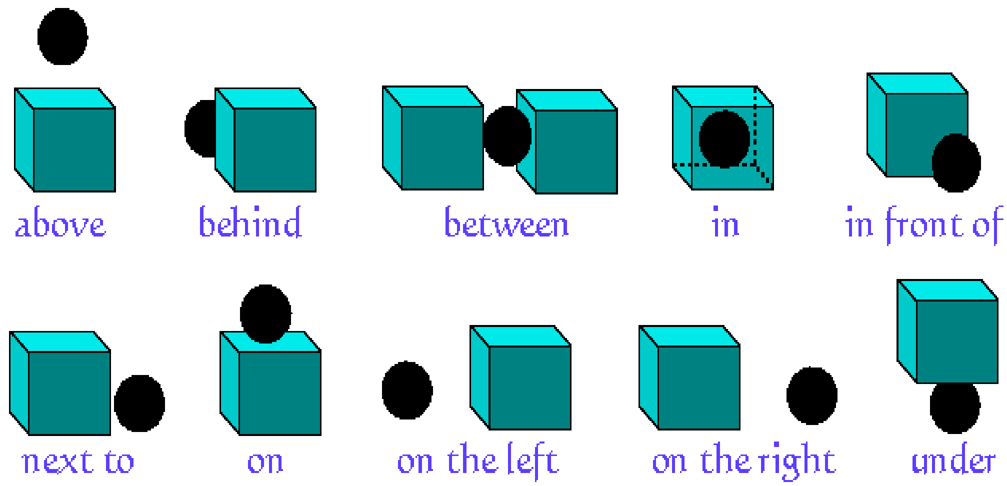
Mohsen: Yes. I did it myself.

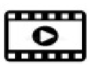
3. Text: A new structure can be presented through a text or descriptive story. The teacher reads the text or story emphasizing the target structure. A print should be given to students to follow. Language of the text or story should be simple and easy.

4. Rules: Grammatical rules can be presented either deductively or inductively. In the deductive method, the grammatical rule is given before using the rule by students. In the inductive method, a large number of sentences using the new structure is given to students. Then the teacher encourages students to figure out the target grammatical rule from the presented examples.

5. Pictures: Pictures can be used in introducing a new grammatical pattern. Using pictures is a very smart idea for presenting plurals, pronouns, prepositions, and comparatives. Pictures do not need

explanation; that makes grammar easy and simple. Pictures should be clear and large enough to be seen by those students sitting at the back of the classroom. The picture should focus on one grammatical point to avoid any confusion.





https://www.youtube.com/watch?v=4530pfmquro

6. Real Objects and Models: Real objects and models can be used to introduce new structures. Real objects and models are excellent techniques for presenting demonstrative pronouns (this, that, these, those), prepositions, comparatives and superlatives. Real objects are always available in the classroom, such as desks, tables, chairs, bags, pens, books, pencils, etc.

Examples:

- The bag is under the table.
- The book is in the bag.
- The eraser is on the desk.

7. **Demonstration:** This is an effective technique for presenting prepositions and tenses. The teacher can use demonstrations and real samples of some places in the classroom.

Examples:

- Ali is sitting between Ahmed and Mohsen.
- The board is placed in front of the children.

7. **Mime:** Mime is a smart idea for presenting a number of structures. The language teacher can act out a scene without speaking to represent the present continuous, modals, prepositions, auxiliary verbs, etc. Actions make meanings and use of structures easy and clear. Using nonverbal actions in teaching grammatical structures is an effective technique. Visual representation reinforces one's memory. Physical actions make the study of grammar more practical than theoretical. In other words, body movements support teaching and learning different aspects of grammar.

Examples: - I am drinking, walking, sleeping, writing, etc. (Present Continuous)

- I can lift this chair. (Modals)
- You must come tomorrow.
- Shall I open the door.
- The book is on the table. (Prepositions)
- The pen is in the bag.

https://www.youtube.com/watch?v=RY58OddW-T4

Sentence Patterns:

Simple Sentences: Simple sentences look different, but they all have the same sentence pattern. When a child learns one pattern, he/she can make many sentences using the same target pattern.

Examples: (subject) (verb) (object)

- I and my sister ate six apples.
- My brother has decided to buy a bag.
- The people in our town are going to ask for a new hospital.
- The children broke all the toys.
- All pupils study English.

Joining Sentences: This means that two simple sentences can be joined.

Examples:
- Mary goes to a language school. It is in Luxor.
- Mary goes to a language school in Luxor.
- The boy did the homework. Then he went to play.
- The boy had done the homework then he went to play.
-

Changing Sentences: Changing sentences means to change the look of the sentence while keeping the meaning. In other words, it means changing the pattern while keeping the meaning of the sentence.

Examples: - The child put his clothes on.

- He put them on.
- It may rain and so all people may get wet.
- If it rains all people will get wet.

Sentences Including Contrasting Structures:

In two sentences, the difference between two contrasting structures can be shown. This can be done through either giving clear examples or simple explanation.

Examples: How much? How many?

- How much sugar / salt / money?
- How many pounds / eggs / apples?
- I've got some money. I haven't got any money.

https://www.youtube.com/watch?v=745WT5bcFwA

Activities

1. Think of an example of a pattern that helps children to join two sentences into one.
2. Go throughout any primary English textbook, make a list of new verb tenses that are presented in a certain order. Then try to answer the question, 'Why are those verb tenses taught in this order?
3. Illustrate some comparatives through drawing different pictures.
4. Through drawing a picture on the board, show how can you present this structure '………. <u>too</u>……. <u>to</u>……….

Exercises

I. Choose a, b, c, or d to give the right answer.

1. English grammar looks
   a. too difficult b. confusing c. easy d. a & b
2. Nouns are words that refer to
   a. places b. things c. ideas d. all
3. Verbs are words used to describe
   a. c & d b. people c. actions d. states
4. Structure words are like
   a. nouns b. c & d c. articles d. prepositions

II. True or False:

1. Grading is a necessity in teaching grammatical patterns.
2. Content words are words that contain meaning.
3. The word 'playing' and 'chatting' cannot be used as nouns.
4. English has an easy system of tenses.

Answer Key

F4.	F3.	T2.	T1.	II.
b4.	a3.	d2.	d1.	I

Chapter Eight

Songs and Games

Objectives:

- Be aware of the importance of using songs and games in EFL classroom.
- Be familiar with language areas that can be taught through songs and games.
- Get acquainted with some examples of songs and games that can be used in teaching English to young learners.

Introduction:

Songs and games are an excellent way to help children learn English. Children enjoy learning English through games, songs and activities. O'Shea (2019: 1) mentioned that "Music is important in language teaching because our brains naturally process information and new language more easily if presented in a given rhythm." Whenever possible, games, songs, music and activities are to be used in EFL classroom.

Children like to be active and they enjoy playing games and singing. They remember new words when accompanied with actions. For practicing language, songs and games are to be used as a useful aid. Through songs and games, a teacher can teach grammatical structures, spelling, pronunciation, and vocabulary.



Examples of Songs and Games:

- What have I got in my bag?

Things Needed: a bag, five to ten cards, a picture on each one of them, e.g., an apple, a car, an orange, a girl, an umbrella.

Steps:

1. The teacher puts one of the cards in the bag, without the children seeing what is on it.
2. The teacher asks, ‘What have I got in my bag?’
3. The children ask the teacher some questions to find out what it is, e.g. - Is it a banana? - Is it an apple? - Is it red? - Is it yellow?
4. The teacher answers. If the child is right, he/she receives the card.
5. When all the cards have been used, the child who got a large number of cards is the winner.

The winner holds the bag and plays the teacher’s role. Thus the game goes on in a cycle.

Cooking Pots:

Nothing is needed.

Object of the Game: the players have to guess a word which one of the players, the <u>leader</u>, has selected.

Steps:

1. The leader thinks of a word. Instead of saying the selected word he/she says cooking pot. Other players do the same.
2. The other players ask questions about the cooking pot in order to find out what it is.

Examples of Questions and Answers:

A. Do you keep your cooking pot in the kitchen?

Leader: Yes, I do.

B. Can you get eggs from your cooking pot?

Leader: Yes, I can.

C. Is your cooking pot a chicken?

Leader: Yes, it is.

The players are given one chance to guess what the cooking pot is. If there is no right guess, the leader wins.



Don’t Make Ali Unhappy:

Things Needed: Whiteboard and markers.

Object: Children guess a word the leader has selected, letter by letter.

Steps:

1. Tl … :h of



2. Ch … vord, the…

3. If t … rong g…), … g

a. He writes the letter at the side of the board.

b. … ns to draw Ali’s face. There are ten stages in making Ali’s face looks unhappy, i.e., ten different unhappy faces.

Song: My Friend Mary: Simple and short songs can be adapted and adopted for teaching English to children.

Example: Sister Mary, Sister Mary,
Are you sleeping, are you sleeping?
Ring the bells for prayers, ring the bells for prayers,
Ding, ding, dong. Ding, ding, dong.

The tune is easy to remember and the pattern of verses is very simple. Tenses and commands can be learned through songs. While

listening to the song, children can mime the actions described in the

song: sleeping, praying, ringing the bell and so on.

Thus, songs and games are easy, enjoyable and interesting ways to learn English. (Seely, 1988)

https://www.youtube.com/watch?v=fP3QW7YDIIY

Activities

1. Think of an English song that you can use in teaching colors.
2. Try to get a song from the internet where you can teach numbers or human body parts.
3. Prepare an English vocabulary game to a selected number of adjectives.
4. Prepare a language game to teach comparatives/superlatives.

Exercise

I. Choose a, b, c, or d to give the right answer:

1. Games and songs can be used to practice
   a. spelling b. pronunciation c. a & b d. none
2. Songs and games are ………………… ways to learn L2.
   a. enjoyable b. easy c. practical d. all

II. True or False:

1. Songs can be used in teaching grammar.
2. Commands cannot be taught through songs.

Answer Key

F2.	TII.1.
d2.	I.1.c

Chapter Nine

Question Types and Questioning Strategies

Objectives:

1. To be familiar with question forms and purposes.
2. To be aware of question types.
3. To show you how to get short and long answers from students.
4. To get acquainted with different asking strategies.

Introduction:

Questions are good to test students' understanding. When teaching new vocabulary or grammatical structures, students' understanding could be checked through giving questions using new words and structures. Also, when a teacher introduces a reading text, he/she can test students' comprehension by giving questions. This is called comprehension questions.

Teachers should give the chance to children to practice language. A smart way to do that is to ask questions emphasizing the use of new vocabulary and structures. Through questions and answers students practice the new language, i.e. vocabulary and structures. This is to say practice makes perfect.

Additionally, questions are a good tool to see how students think and what they know. Questions can be used to stimulate leaners to talk about themselves and their life experiences and

knowledge. In EFL class, different kinds of questions can be asked. Questions can be delivered in different ways.

https://www.youtube.com/watch?v=WGrftJfdN3M

Question Forms and Types:

Yes/No Questions:

Look at this set of questions:

- Do you drink coffee?
- Did she go to school?
- Can you drive a car?
- Are you a farmer?
- Do you like bananas?

The above mentioned questions are yes/no questions. To answer those questions, students only say yes or no or give short answer: 'Yes, I do.', 'No, I can't, 'No, she didn't.', etc. Teachers should understand how to form Yes/No questions. It is necessary for you as a teacher to give yourself the chance to think of as many yes/no questions as you can. This type of questions is basically for checking comprehension. These questions are the easiest to answer. Children do not need to produce new language.

'Or' Questions:

'Or' questions are sometimes called 'alternative questions'. The answer is usually from the question itself, i. e., a word or phrase.

Look at this set of questions:

- Do you prefer juice or tea?
- Are you brothers and sisters or just neighbors?
- Will you travel by train or bus?
- Did you work in Cairo or Luxor?
- Are you single or married?
- Is it cheap or expensive?

Teachers need to know how to form ‘or’ questions. They are formed the same way as Yes/No questions, but they contain two different elements – ‘juice or tea’, ‘brothers or neighbors’.

WH-Questions:

‘WH’ questions are called ‘information questions’. Some ‘WH’ questions require short answers, where others require long answers. Teachers need to know how to form ‘WH’ questions. They are formed the same way as Yes/No’ questions, but they begin with a ‘WH’ word – how, where, when, etc. ‘How long’, how much, how many are also under the same umbrella.

Look at this set of “WH’ questions:

- Where are you from?
- How long have you been in Cairo?
- How many sisters do you have?
- Who’s your favorite singer?
- What food do you prefer?

https://www.youtube.com/watch?v=FPTJ5v7Au1A

Teachers have to take into consideration that some ‘WH’ questions with ‘Who’ or ‘What’ have the same structure as a normal sentence. These are called subject questions because they ask about the subject of the sentence.

Examples :

- Who made it?
- What happened?
- Who knows?

Questions Requiring Short Answers:

One of the important uses of questions is to check learners’ understanding of vocabulary or structures. Look at these questions and answers using the structure ‘made of’:

T: Look (pointing to the wall) Is this made of metal?

S: No, it isn’t.

T: What is it made of?

S: Stone.

T: Look (pointing to the table) Is this made of wood?

S: Yes.

Is it necessary to ask questions requiring short answers. It is very important because it is more natural, and also at this stage the teacher wants only to check students’ understanding.

Real Classroom Questions:

There are many natural situations in EFL classroom. This is a good chance to ask real questions. The three question types can be

used for this task. When this happens, students feel that language is real and not artificial in a textbook.

Examples:

Situation: Many students are absent today.

Real Questions: Who is absent today?

Is Maria here today?

Questions Requiring Long Answers:

It is very important to ask questions requiring long answers. This is to encourage students make complete sentences.

Examples:

Questions: - What time do you get up?

- What do you have for breakfast?

Answers: - I get up at six o’clock, and then I have breakfast.

- I usually have bread and cheese and a glass of milk.

Three ways are recommended here to encourage students give long answers:

1. Ask a question and insist on a long answer. Give a question and ask students to give an answer in a complete sentence. This way encourages students to practice language effectively. The class might become artificial and have unreal English. But it is not bad.
2. More general questions could be asked which would naturally lead to a longer answer:

T: What do you do in the morning?

S: Well, I get up at six o’clock, then I have breakfast.

3. Instead of asking a complete question, a teacher could give a short ‘prompt’:

- Tell me about your day.
- Tell me about your family.

This is an easier and more effective way of getting students to produce language than asking a question.

When reviewing a previous reading passage, a teacher can encourage students to reproduce it in their own words. To achieve that, a teacher can give questions or prompts based on information given in the text in order to elicit long answers.

Questioning Strategies:

Teachers need to know how to organize question-answer business in the language class. There are different ways of asking questions. These are called ‘questioning strategies’ or ‘nomination strategies.’

- Teachers can ask each student in turn round the class
- They can let any student give the answer.
- They can choose a particular student to answer.
- They can get the class to answer in chorus.



A teacher can give a question and then let anyone to answer. This is an effective strategy for simple questions in large classes. Nominating a certain student right after giving a question to answer is another strategy. This strategy keeps all students involved and under control. It gives the chance to weaker students and confident ones as well. It is a good strategy for easy and routine questions.

A teacher can nominate someone to answer before giving the question. This strategy is highly controlled. But it is not so good because the teacher may lose the class attention as all students ,except the one who is answering, can switch off. Generally, it is nice and smart to give the question first and then nominate someone to answer.

A teacher can give the question and when hands up, he/she can choose someone from those who are raising their hands to answer. This strategy encourages smart students to answer. The class seems to be dominated by the best students while weaker and shy students are excluded. A large number of students will avoid to

answer the given question. This strategy is good for difficult questions that can be answered only by smart students. (Doff, 1988)



Activities

1. Imagine that you have just presented the following words and phrases; write down a set of different question types:

   wide/narrow   inside/outside   depend on

2. Read out your questions and make a demonstration in front of the class.
3. Think of some extra examples of 'subject questions'.
4. Think of a natural classroom situation and make some real questions.
5. Think of some extra 'prompts' to encourage students give long responses.

Exercises

I. Choose a, b, c, or d to give the right answer.

1. EFL teachers ask questions to

   a. check students' understanding

   b. give students a chance to practice

   c. a & b   d. give students hard time

2. 'Yes/No' questions are good for

   a. checking comprehension   b. giving very short answers

   c. all levels of students   d. all

II. True or False:

1. It is a smart questioning strategy to call on someone to answer and then a teacher gives a question.
2. Giving prompts is good for eliciting long answers.

Answer Key

T2.	FII.1.
d2.	I.1.c

Chapter Ten

Using Visual Aids

Objectives:

- To be introduced to the meaning of visual aids.
- To be acquainted with the importance of visual aids.
- To make you familiar with simple visual aids.
- To show you how to use visual aids effectively in EFL classroom.

Introduction:

Visual aids are things like pictures, objects, charts, posters, models, flashcards, figures, drawings, real objects, etc. Visual aids are usually prepared or brought by the teacher and students look at them. Visual aids are important for several reasons:

- Using visuals focuses students' attention on meaning.
- Visuals make language used in the class real and live.
- Showing something visual keeps the students' attention.
- Visual aids make the language class attractive, enjoyable and interesting.



- Visuals can be used throughout all lesson stages.
- Visuals are good for presenting new language and helping students practice language.
- Visuals can be used several times and by different teachers.

There are many visual aids that can be used by the language teacher. Teachers themselves can use body language, facial expressions , and actions to illustrate meaning of words and structures. The writing board can be used by either the teacher or students to draw simple pictures (stick figures), maps, charts, diagrams, etc. Further, language teachers can use realia (i.e., real objects) like things available in the classroom and also real things can be brought to the class, e.g., foods, drinks, clothes, etc.

Additionally, teachers can prepare flashcards. Flashcards are good for introducing and practicing new words and structures. Teachers can draw pictures on the flashcard or stick on a picture

from a magazine. Charts are good as visuals for more extended presentation or practice of new language. Charts can be made of large sheets of card paper with writing, pictures or diagrams. There are many other visuals like, magnet board, flannel board, slides, colored rods, filmstrip, etc. To sum up, this chapter focuses on only real objects, flashcards, and charts.

https://www.youtube.com/watch?v=wSfF25U5WJA

Using Real Objects:



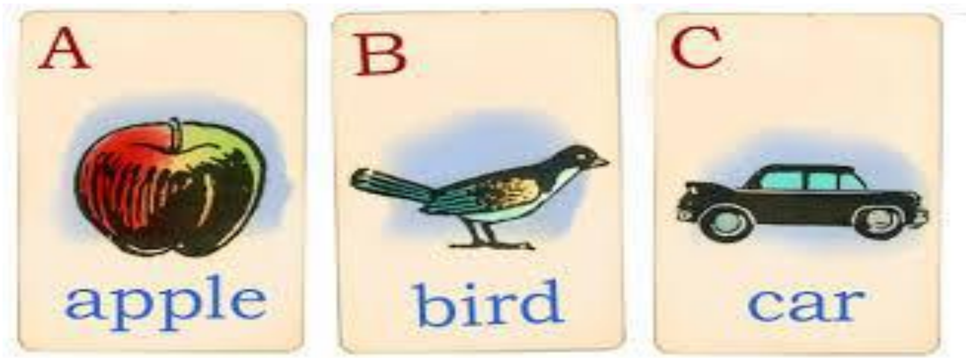
Real objects are the easiest kind of visuals to be used in the language class. No materials and preparation are needed. Real objects can be used as prompts to use new vocabulary and structures. Real objects are good for creating situations for students to practice language. For example, the teacher can teach how to make tea by bringing real objects like a tea packet, a bag of sugar, teaspoons, cups, a kettle, a bottle of water and so on so forth. The

teacher can demonstrate the process of making tea through using real objects. Shortly, real objects in a language class are more interesting. Realia can make the language learning experience more memorable and enjoyable. Turner (2021: 2) mentioned that “realia is more dynamic than a written word or flashcard used to teach a concept.”



Using Flashcards:

Flashcards can be used in teaching new vocabulary or structures. Flashcards are very interesting and enjoyable. While looking at the flashcards, students have fun, a hundred percent alert, and they enjoy the language learning experience. When using flashcards, teacher should go through all target cards at least twice, showing them in a random order. Every time a teacher uses flashcards, he/she should shuffle them. This focuses the students’ attention on meaning and prevents the activity from being mechanical.



Flashcards should be large enough, at least 20x15. The teacher can draw pictures on the flashcards or stick on pictures taken from magazines or postcards. Pictures should be clear enough and simple. Flashcards are usually made of white card sheets. Flashcards are very useful to show simple pictures, usually of a single object or action. Further, flashcards can be kept and used several times by the teacher who prepared and made them or by other fellow teachers. In addition to regular flashcards, teachers can use talking flashcards.

https://www.youtube.com/watch?v=g7kK989HiRQ

https://www.youtube.com/watch?v=NUBOEIYyx0k

Using Charts:

Sometimes teachers need to show more complex visual information, e.g., a set of pictures telling a story or an event, a table of various verb forms, or a diagram to show how a tool or machine works. For these purposes, the most suitable way of showing such information is charts. Some people call charts 'wall charts' or 'wall

pictures'. A chart is a large card sheet of paper which the teacher can either hold up for the class to see or hang it on the wall or the board. Showing pictures on a chart has many advantages compared to drawing on the blackboard:

- The teacher's class time is saved because he/she does not need to spend a lot of time drawing on the blackboard.
- The chart being prepared ahead of time before the class, pictures are drawn more carefully and attractively.
- The chart can be used several times with the same class teacher who prepared it; or used by other classes and other teachers.



https://www.youtube.com/watch?v=zNLRiB-qOAs

Charts can also be used with a reading text. Some information included in the reading text can be shown on a chart in the form of pictures, tables, figures or diagrams to make it clearer, attractive, enjoyable and interesting. How can a chart be used when accompanied with a reading text? The chart can be shown to students even before reading the target text. This is to introduce the main ideas and language. Another way, the chart could be displayed while reading is going on. This makes it easy for the students to understand the text and get as much information as possible. Furthermore, a chart could be used for language practice even after reading a text or for reviewing a previous lesson.

How charts are displayed? Possible answers to this question are:

- The chart can be held up by the teacher.
- The chart can be held up by two students standing in front of the class.
- The teacher can hang the chart on the wall or the blackboard.
- The teacher can hang the chart from a piece of string tied across the board by using two nails, a piece of string and clothes pegs. (Doff, 1988)

Activities

1. Design a chart accompanying a reading text.
2. Select a lesson from a certain textbook and prepare your own chart to introduce new vocabulary or structures.
3. Write a brief report about your own experience of using visuals in EFL classroom.
4. Imagine you have some real objects available in the classroom, which ones could you make your students use to practice the language.
5. Prepare a set of flashcards for teaching the present perfect. Demonstrate how are you going to use those flashcards to present and practice this tense.
6. Discuss the value of using flashcards.
7. Think of some real objects that can be used for practicing a dialog.
8. Demonstrate how to use a chart to practice the present continuous tense.
9. Discuss the benefits of displaying pictures on a chart.